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ABSTRACT

Trends in the number of minorities and women certified and/or employed as secondary and assistant secondary principals in South Carolina are examined in this report. Analysis of state computer files of population data from 1978 to 1988 indicates that the number of females certified and employed as secondary and assistant principals has increased since 1978, and that fewer minorities, especially black males, are entering educational leadership positions. Recommendations are made for the development and implementation of financial incentive recruitment policies, and for collaborative efforts between education and the private sector to identify and support minorities and women in school administrative positions. However, a fundamental change must first be made in the perception of education as a popular political issue. The findings call for the development and implementation of a master plan for educational improvement, with a focus on increasing administrator and teacher rewards to attract highly qualified women and minority teachers and administrators. Seven statistical tables are included. (17 references) (LMI)

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THE CHANGING PICTURE OF MINORITY LEADERSHIP IN SOUTH CAROLINA PUBLIC SECONDARY SCHOOLS FROM 1978 TO 1988

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Introduction

The National Commission on Excellence in Educational Administration (NCEEA) examined the current state of educational leadership throughout the U.S. in its report, Leaders for America's Schools (1987). This report highlighted many shortcomings within the educational leadership community and provided numerous recommendations for public schools, professional organizations, universities, state and federal policymakers and the private sector to consider in improving tomorrow's educational leaders.

One of the major problem areas addressed in this report was "the discouraging lack of minorities and women" serving in educational leadership positions (NCEEA, p. xvi). The report indicated that minorities and women have not made substantial gains in leadership roles within the public schools of the U.S. during the last 15 and more years.

As an example, this national study revealed that the number of women superintendents had only increased from 1.7% in 1970, to 3% by 1984. Even worse was the fact that the percentage of women principals actually declined during this period. The latter statistic is startling in light of the fact that "about one-half of

the graduate students in educational administration are women" (NCEEA, p. 11).

Another study conducted periodically by the Office of Minority Affairs of the American Association of School Administrators (AASA) gave additional disturbing data (1985). In 1968, women in the principalship represented 22% of all principals. By 1984, the percentage of women principals had declined to 21%, nationally. Minority principals however, faired slightly better. Nationally, minority principals increased from 12% in 1974, to 17% by 1984. Thus, the percentage change for minorities and women in educational leadership positions reported in this study during the last 20 years was - needless to say - less than spectacular.

Other national studies provided similar trends on the number of minority and women leaders in America's public schools (Jones & Montenegro, 1982; AASA, 1983; and Pounder, 1987). These studies indicated that despite the fact of Affirmative Action programs and an increased awareness by educators that additional minority and women representation in leadership roles was needed, little change has occurred within these two administrative positions as well as other positions for

minorities and women over the last 15 to 20 years.

Several states such as Missouri, Oklahoma, and Wisconsin have documented the change in the number of minorities and women who served as educational leaders in the public schools of these respective states (Howard, 1982; Seifert, 1976; Hughes, 1974). South Carolina has also documented this change among minorities and women certified as elementary and secondary principals; and, those serving as either teachers or school administrators in the public schools of South Carolina during the period from 1978 to 1988 (Pawlas, 1989; Craven, 1989).

What logically follows then in this paper is an examination of the number of minorities and women who comprised the supply population of educators certified as secondary principals; and, those actually serving as secondary principals and assistant principals in South Carolina for the school years, 1978 to 1988.

Methodology

The basis for this paper is derived from the doctoral dissertation, "The Supply and Demand Trends of Public Secondary School Administrators in South Carolina from 1978 through 2002" (Craven, 1989).

This paper will examine the trends in the total number of minorities and women certified as secondary principals; and, those serving as either public school teachers or secondary school administrators in South Carolina from 1978 to 1988.

Computer files from the South Carolina Department of Education were analyzed for this ten year period, 1978 to 1988, to obtain the data needed for this paper (BEDS, 1978-1987). Computer programs were written to reveal the total supply number, race, and sex of all educators in the state who were certified as secondary principals during this period. Additional computer programs were developed to identify the total number, race, and sex of all secondary principals and assistant principals. Therefore, the data for this paper is based on the examination of population data from 1978 to 1988, rather than sample data.

Presentation of Data

Table 1, page 5, depicts the actual supply of all minorities and women certified as secondary principals in South Carolina from 1978 to 1988. Female educators certified as secondary principals rose steadily from

Table 1

Supply of Minority and Women Educators Certified as Secondary Principals in South Carolina from 1978 - 1988

	Total Number, By Year					
School Year	Female Educators	%	Minority Educators	%	Total Number	%
1978 - 79	478	18.3	759	29.0	2618	100.0
1979 - 80	606	21.7	799	28.6	2798	100.0
1980 - 81	687	23.3	843	28.5	2953	100.0
1981 - 82	793	25.2	903	28.7	3143	100.0
1982 - 83	796	25.4	895	28.6	3129	100.0
1983 - 84	798	25.7	864	27.9	3100	100.0
1984 - 85	806	26.3	851	27.8	3064	100.0
1985 - 86	806	26.7	830	27.4	3024	100.0
1986 - 87	827	27.6	788	26.3	2992	100.0
1987 - 88	859	28.9	785	26.4	2968	100.0

18.3% in 1978, to 28.9% by 1988. The percentage of minority educators certified as secondary principals however, gradually declined from 29% in 1978, to 26.4% by 1988.

A more detailed examination of race and sex demographics of the supply population of educators certified as secondary principals from 1978 to 1988 is provided in Table 2, pages 7 and 8. The supply of black and white females certified as secondary principals rose from 5.1% and 13.1% in 1978, to 9.2% and 19.6% by 1988, respectfully. Opposite trends were evident for the supply of black and white males certified as secondary principals for the ten year period. Both black and white males with certification as secondary principals declined from 23.9% and 57.9% in 1978, to 17% and 53.9% by 1988, respectfully.

Interestingly, an increasing percentage of black and white females became certified as secondary principals over this ten year period in South Carolina. Conversely, a decreasing percentage of black and white males completed requirements for certification as secondary principals. Therefore, the percentage decrease in the supply population of minority educators found in Table 1 is due primarily to fewer black males

Table 2

Race and Sex of Educators Certified as Secondary Principals in South Carolina from 1978 - 1988

Total Number, By Year

School Year	Asian Female	%	Asian Male	%	Black Female	%	Black Male	%	Hispanic Female	%
1978-79	0	0.0	0	0.0	134	5.1	625	23.9	0	0.0
1979-80	0	0.0	0	0.0	178	6.4	621	22.2	0	0.0
1980-81	1	0.03	2	0.1	214	7.2	622	21.1	1	0.03
1981-82	3	0.1	1	0.1	255	8.1	641	20.4	0	0.0
1982-83	2	0.1	2	0.1	251	8.0	636	20.3	0	0.0
1983-84	2	0.1	1	0.1	255	8.2	602	19.4	0	0.0
1984-85	1	0.03	1	0.1	261	8.5	584	19.1	0	0.0
1985-86	1	0.03	2	0.1	260	8.6	563	18.6	0	0.0
1986-87	1	0.03	2	0.1	255	8.5	526	17.6	1	0.03
1987-88	1	0.03	2	0.1	274	9.2	504	17.0	2	0.1

Table 2 (Continued)

Race and Sex of Educators Certified as Secondary Principals in South Carolina from 1978 - 1988

	Total Number, By Year								
School Year	Hispanic Male	%	Indian Male	%	White Female	%	White Male	%	Total Number
1978-79	0	0.0	0	0.00	344	13.1	1515	57.9	2618
1979-80	0	0.0	0	0.00	428	15.3	1571	56.1	2798
1980-81	2	0.1	1	0.03	471	15.9	1639	55.5	2953
1981-82	2	0.1	1	0.03	535	17.0	1705	54.2	3143
1982-83	2	0.1	1	0.03	543	17.4	1691	54.0	3129
1983-84	2	0.1	1	0.03	541	17.5	1695	54.7	3100
1984-85	4	0.1	0	0.00	544	17.8	1669	54.5	3064
1985-86	4	0.1	0	0.00	545	18.0	1649	54.5	3024
1986-87	3	0.1	0	0.00	570	19.1	1634	54.6	2992
1987-88	2	0.1	0	0.00	582	19.6	1601	53.9	2968

seeking certification as secondary principals.

Table 3, page 10, examines the total number of minority and women secondary principals employed in South Carolina public schools from 1978 to 1988. The percentage of female and minority secondary principals rose from 1.6% and 25.5% in 1978, to 9.7 % and 29.3% by 1988, respectfully. However, the percentage of minority secondary principals did not increase steadily during this period.

An in-depth look at the race and sex data of secondary principals is provided in Table 4, page 11. From 1978 to 1988, the percentage of black female secondary principals rose to only 2.3%. White female secondary principals increased at a faster rate than did black female secondary principals. They rose from 1.6% in 1978, to 7.4% in 1988. The percentage of black male secondary principals fluctuated from 25.5% in 1978, to only 27.1% by 1988. While, white male secondary principals declined steadily from 72.9% in 1978, to 63.2% by 1988.

Therefore, the percentage increase found for female secondary principals in Table 3 is due more to an increase among white females in this category, rather than black females. The fluctuating percentage

Table 3

Minority and Women Secondary Principals Employed in South Carolina Public Schools from 1978 - 1988

	Total Number, By Year				
School year	Female Principals	%	Minority Principals	%	Total Number
1978 - 79	6	1.6	93	25.5	365
1979 - 80	7	1.9	94	26.2	359
1980 - 81	9	2.4	106	28.6	371
1981 - 82	11	3.0	107	29.2	367
1982 - 83	11	3.0	106	29.0	365
1983 - 84	17	4.7	103	28.5	361
1984 - 85	17	4.7	109	30.2	361
1985 - 86	27	7.5	108	30.0	360
1986 - 87	36	10.2	101	28.6	353
1987 - 88	34	9.7	103	29.3	351

Table 4

Race and Sex of Secondary Principals Employed in South Carolina Public Schools from 1978 - 1988

	Total Number, By Year											
School Year	Black Female	%	Black Male	%	Hispanic Male	%	White Female	%	White Male	%	Total Number	%
1978-79	0	0.0	93	25.5	0	0.0	6	1.6	266	72.9	365	100.0
1979-80	0	0.0	94	26.2	0	0.0	7	2.0	258	71.9	359	100.0
1980-81	1	0.3	104	28.0	1	0.3	8	2.2	257	69.3	371	100.0
1981-82	2	0.5	104	28.3	1	0.3	9	2.5	251	68.4	367	100.0
1982-83	1	0.3	104	28.5	1	0.3	10	2.7	249	68.2	365	100.0
1983-84	0	0.0	102	27.9	1	0.3	17	4.7	241	66.8	361	100.0
1984-85	2	0.6	105	29.1	2	0.6	15	4.2	237	65.7	361	100.0
1985-86	3	0.8	104	28.9	1	0.3	24	6.7	228	63.3	360	100.0
1986-87	6	1.7	95	26.9	0	0.0	30	8.5	222	62.9	353	100.0
1987-88	8	2.3	95	27.1	0	0.0	26	7.4	222	63.2	351	100.0

of minority secondary principals found in Table 3 is due to a stagnate and somewhat, stable black male secondary principal population.

Data from minority and women secondary assistant principals employed in South Carolina public schools are outlined in Table 5, page 13. Female secondary assistant principals more than doubled in percentage during this period. They rose from 12.1% in 1978, to 26.8% by 1988. Minority secondary assistant principals rose from 38% in 1978, peaked at 40.4% in 1982, and declined to 31.7% by 1988.

Table 6, page 14, provides additional data for understanding the variations in Table 5. Black and white female secondary assistant principals increased from 3.1% and 9% in 1978, to 9.2% and 17.6% by 1988, respectfully. Black male secondary assistant principals declined significantly from 34.9% in 1978, to 22.3% by 1988.

Therefore, the percentage increase in female secondary assistant principals found in Table 5 is due to an increase in number of both black and white females in this category over the ten year period. The decline of minority secondary assistant principals is due primarily to the decline in number of black males

Table 5

Minority and Women Secondary Assistant Principals Employed in South Carolina Public Schools from 1978 - 1988

	Total Number, By Year				
School Year	Female Assistants	%	Minority Assistants	%	Total Number
1978 - 79	47	12.1	147	38.0	387
1979 - 80	52	13.1	151	38.0	397
1980 - 81	61	14.6	160	38.3	418
1981 - 82	76	16.5	177	38.3	462
1982 - 83	80	16.9	191	40.4	473
1983 - 84	86	18.0	180	37.6	479
1984 - 85	106	22.2	175	36.6	478
1985 - 86	118	24.2	166	34.1	487
1986 - 87	121	24.6	155	31.5	492
1987 - 88	131	26.8	155	31.7	489

Table 6

Race and Sex of Secondary Assistant Principals Employed in South Carolina Public Schools from 1978 - 1988

	Total Number, By Year											
School Year	Black Female	%	Black Male	%	Hispanic Male	%	White Female	%	White Male	%	Total Number	%
1978-79	12	3.1	135	34.9	0	0.0	35	9.0	205	53.0	387	100.0
1979-80	13	3.3	138	34.8	0	0.0	39	9.8	207	52.1	397	100.0
1980-81	17	4.1	143	34.2	0	0.0	44	10.5	214	51.2	418	100.0
1981-82	21	4.6	156	33.8	0	0.0	55	11.9	230	49.8	462	100.0
1982-83	27	5.7	164	34.7	0	0.0	53	11.2	229	48.4	473	100.0
1983-84	29	6.1	151	31.5	0	0.0	57	11.9	242	50.5	479	100.0
1984-85	38	8.0	136	28.5	1	0.2	68	14.2	235	49.2	478	100.0
1985-86	42	8.6	123	25.3	1	0.2	76	15.6	245	50.3	487	100.0
1986-87	36	7.3	119	24.2	0	0.0	85	17.3	252	51.2	492	100.0
1987-88	45	9.2	109	22.3	1	0.2	86	17.6	248	50.7	489	100.0

in this category for this ten year period.

Tables 2, 4, and 6 illustrate another major point about minorities in South Carolina. Minorities, other than blacks, did not constitute a significant force in the supply population of educators certified as secondary principals, or in the secondary principal and secondary assistant principal populations from 1978 to 1988.

Major Findings from 1978 to 1988

1. The percentage of female educators gaining certification as secondary principals increased.
2. The percentage of minority educators gaining certification as secondary principals declined.
3. The percentage of female secondary principals increased at a slow rate.
4. The percentage of minority secondary principals increased from 1978 to 1984, but has since declined.
5. The percentage of female secondary assistant principals has more than doubled in 10 years.
6. The percentage of minority secondary assistant principals declined.

Implications and Strategies

South Carolina faces an interesting struggle related to the representation of minorities and women in educational leadership positions. The state faces two different problems.

First, the lesser problem is that female educators have continued to increase in the supply population of those certified as secondary principals. They have also increased in the secondary principal and assistant principal populations since 1978. Therefore, the challenge for South Carolina educational leaders will be to discover ways to maintain and accelerate this healthy percentage increase among female school administrators.

The second problem is more difficult to resolve and is related to minority leadership in South Carolina public schools. The supply of minority educators certified as secondary principals is declining. Minority secondary assistant principals are also declining. While, minority secondary principals have increased only slightly since 1978. Therefore, fewer minorities seem to be entering and staying in education. The problem is particularly acute for the black male. The black male appears to be vanishing

from the education arena in South Carolina.

Moreover, in a state with a nonwhite population of approximately 31.2%, it would seem reasonable to have at least this percentage represented by minorities in the supply population of educators certified as secondary principals, as secondary principals and assistant principals (Rankings, 1989, p. 1). But, the reality is that the percentage of minorities in all three categories is less than 31.2%. In 1987, minority secondary principals in South Carolina represented only 29.3%; minorities in the supply population equaled 26.4%; and minority secondary assistant principals equaled 22.3%.

What then are the solutions to these two different problems? What must be done by South Carolina educational leaders to cause continual growth in the number of female school administrators? What must also be done to stop and reverse the declining number of minority secondary school administrators, so that minorities can at least equal the percentage of the nonwhite population in leadership positions of South Carolina public schools? Finally, how can young black males be encouraged to enter education and seek teaching and administrative positions?

There are several recommendations appropriate for these two different situations:

1. South Carolina policymakers should vigorously develop and implement policies with financial incentives for the recruitment and placement of minorities and women in teaching and administrative positions (NCEEA, 1987).
2. School districts should develop and implement policies and be provided financial incentives from state policymakers for doing so, that specifically identify promising minority and women candidates for educational leadership positions (NCEEA, 1987).
3. South Carolina professional educational organizations should aggressively seek qualified minorities and women to serve in high profile positions within the organizations and provide support for these two groups to enter administrative positions (NCEEA, 1987).
4. South Carolina educational training institutions have a responsibility to identify promising minority and women candidates, provide greater financial incentives for them to pursue teaching and administrative training, and provide support

for future placement as school administrators (NCEEA, 1987).

5. The South Carolina Department of Education should work closely with the private sector, professional education organizations, colleges and universities, school districts, and policymakers on common goals, such as the need for increasing the number of women and minorities in administrative positions.

Conclusions

Before South Carolina educational leaders address these specific recommendations for increasing minority and women representation in school administrative positions, there is a larger and more complex problem which must be addressed. I suggest that fundamental changes must occur with the way in which education is perceived by lawmakers, businessmen, educators, and the general public in the state of South Carolina.

Education tends to a popular political issue. Everyone is for good schools and a good education. Even politicians support education - especially in an election year. However, the reality is that an

excellent educational delivery system costs large sums of money.

This is what divides one school district from another in South Carolina. There are some school districts which see education as important as evidenced by the local tax effort being made to support education (Rankings, 1989). There are others though, that put forth little tax effort-which indicates the relevant unimportance placed on education in those communities.

With all due credit, South Carolina has made significant progress in improving education with the passage of such legislation as the Education Finance Act (1977), the Basic Skills Assessment Act (1978), the Educator Improvement Act (1979), the Education Improvement Act (1984), and most recently, Target 2000 (1989).

There are however, several questions which need to be answered by educational leaders in South Carolina. Where do we want to be with our educational system in the 21st century? How will we fund education in future years? How much money do we want to spend to enable our pupils to compete in a changing world? Thus, a critical time has come in the educational history of

effects. The time has come for policymakers to examine all of the educational reforms, determine which ones are working well, and from this reexamination, developed a long range master plan for improving education in South Carolina.

This master plan for educating youngsters in the 21st century should be developed and implemented as policymakers collectively commit to funding education with innovative approaches at ever increasing amounts. If not funded in this manner, our pupils will not be able to function in a highly technological world. Policymakers will gradually need to educate the general public to this rationale for financing an ambitious master plan for education in South Carolina.

One significant part of this master plan must be to allow school administrators and teachers more flexibility for creative programs and to pay them at higher levels than ever before. Teachers must be rewarded for their successful and creative teaching efforts. Successful school administrators must also be appropriately rewarded. Consequently, a desirable by-product of this master plan for a new educational delivery system in South Carolina for the 21st Century should be to attract quality teachers and school

administrators. This includes attracting minorities, especially black males and women, to pursue educational careers.

administrators. This includes attracting minorities, especially black males and women, to pursue educational careers.

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